

High School

Background Materials

Learning Strategies Defined

(from the Fort Wayne Community Schools Secondary Comprehensive Literacy Model)

Accountable Talk (Resnick, 2003)

Accountable Talk varies in form, such as whole class discussion, small group work, peer or teacher conferences, and interviews. Talk should be accountable to the learning community, to knowledge and standards of evidence that are appropriate to the subject, and to generally accepted standards of reasoning. Accountable Talk sharpens students' thinking by reinforcing their ability to use and create knowledge. Teachers create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. For example, teachers may press for clarification and explanation, require justifications of proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, or interpret and "revoice" students' statements. Over time, students can be expected to carry out each of these conversational "moves" themselves in peer discussions.

Jigsaw

This method allows students to become "experts" on a given segment of a text rather than in its entirety. Students are assigned a segment of text, passage, or chapter for which they must prepare themselves to present to the whole group. This may be done in small groups or individually. Accountability comes from having students share the information found within their passages as they "teach" it to the class or group. Presentation of this material may take on various forms. Completion of knowledge and information comes from the sharing of all segments with the whole class. This works exceptionally well in content area classrooms where a large amount of material must be covered in a short amount of time.